AD-A247 465

An Introduction to the Army Personnel System

Amy C. Schwartz and Fred A. Mael
U.S. Army Research Institute

January 1992

DTIC
ELECTE
MAR 11 1992
S B D

United States Army Research Institute
for the Behavioral and Social Sciences

92-06245

92 3 09 182

U.S. ARMY RESEARCH INSTITUTE

FOR THE BEHAVIORAL AND SOCIAL SCIENCES

A Field Operating Agency Under the Jurisdiction
of the Deputy Chief of Staff for Personnel

EDGAR M. JOHNSON
Technical Director

MICHAEL D. SHALER
COL, AR
Commanding

Technical review by

Jane M. Arabian
Frances C. Grafton

REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

1a. REPORT SECURITY CLASSIFICATION	1b. RESTRICTIVE MARKINGS
Unclassified	--

2a. SECURITY CLASSIFICATION AUTHORITY	3. DISTRIBUTION/AVAILABILITY OF REPORT
--	Approved for public release;
2b. DECLASSIFICATION/DOWNGRADING SCHEDULE	distribution is unlimited.
--	

4. PERFORMING ORGANIZATION REPORT NUMBER(S)	5. MONITORING ORGANIZATION REPORT NUMBER(S)
ARI Special Report S-19	--

6a. NAME OF PERFORMING ORGANIZATION	6b. OFFICE SYMBOL (If applicable)	7a. NAME OF MONITORING ORGANIZATION
U.S. Army Research Institute	PERI-RS	--

6c. ADDRESS (City, State, and ZIP Code)	7b. ADDRESS (City, State, and ZIP Code)
5001 Eisenhower Avenue Alexandria, VA 22333-5600	--

8a. NAME OF FUNDING/SPONSORING ORGANIZATION U.S. Army Research Institute for the Behavioral and Social Sciences	8b. OFFICE SYMBOL (If applicable) PERI-R	9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER --

8c. ADDRESS (City, State, and ZIP Code)	10. SOURCE OF FUNDING NUMBERS			
5001 Eisenhower Avenue Alexandria, VA 22333-5600	PROGRAM ELEMENT NO.	PROJECT NO.	TASK NO.	WORK UNIT ACCESSION NO.
	62785A	791	2211	H1

11. TITLE (Include Security Classification)

An Introduction to the Army Personnel System

12. PERSONAL AUTHOR(S)
Schwartz, Amy C.; and Mael, Fred A.

13a. TYPE OF REPORT	13b. TIME COVERED	14. DATE OF REPORT (Year, Month, Day)	15. PAGE COUNT
Final	FROM 90/01 TO 90/09	1992, January	20

16. SUPPLEMENTARY NOTATION

--

17.	COSATI CODES		18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number)
FIELD	GROUP	SUB-GROUP	Army personnel system Personnel testing
			Recruitment Training
			Selection

19. ABSTRACT (Continue on reverse if necessary and identify by block number)

This report presents an overview of the U.S. Army personnel system for enlisted soldiers. Topics include the resources used to recruit qualified candidates, the preliminary screening undertaken with potential applicants, the testing procedure for all candidates, and the process of classification into military occupational specialties (MOS). The report also discusses the procedure of enlistment, the incentives available for enlistment, and a brief overview of initial training. A glossary of commonly used acronyms is included.

20. DISTRIBUTION/AVAILABILITY OF ABSTRACT	21. ABSTRACT SECURITY CLASSIFICATION
☒ UNCLASSIFIED/UNLIMITED ☐ SAME AS RPT. ☐ DTIC USERS	Unclassified

22a. NAME OF RESPONSIBLE INDIVIDUAL	22b. TELEPHONE (Include Area Code)	22c. OFFICE SYMBOL
Michael G. Rumsey	(703) 274-8275	PERI-RS

DD Form 1473, JUN 86   Previous editions are obsolete.   SECURITY CLASSIFICATION OF THIS PAGE

UNCLASSIFIED

Special Report S-19

An Introduction to the Army Personnel System

Amy C. Schwartz and Fred A. Mael
U.S. Army Research Institute

Selection and Classification Technical Area
Michael G. Rumsey, Chief

Manpower and Personnel Research Division
Zita M. Simutis, Director

AN INTRODUCTION TO THE ARMY PERSONNEL SYSTEM

CONTENTS

LIST OF FIGURES

AN INTRODUCTION TO THE ARMY PERSONNEL SYSTEM

INTRODUCTION

The U.S. Army personnel system is a complex process of immense scope. Most descriptions of this system focus on only one of many steps an individual must take to become an enlisted soldier. One reason for the fragmented documentation in this area is the decentralized nature of the Army. Each functional area (i.e., recruiting, training, etc.) has its own chain of command and within these areas, different locations and groupings of jobs have their own classification, training and evaluation methods. The purpose of this paper is to present a brief overview of the personnel procedures followed by the enlisted force. This path consists of recruitment, selection, classification, enlistment, training and on-the-job evaluation.

ORGANIZATIONAL STRUCTURE

Although this report focuses on the enlisted force, some mention of the structure of the Army as a whole is necessary to provide a broader context for the present discussion. The Army contains both an active and a reserve component. The active Army consists of officers and enlisted personnel who are permanent, full time, soldiers. The Army National Guard of the United States and the Army Reserve comprise the reserve component. Members of the reserve component are generally on inactive duty and may receive training periodically throughout the year. However, reserve personnel may be called to active duty and function as members of the active Army if necessary (see e.g., Crocker, 1981, for an overview).

The 22 branches of the Army fall into three categories; combat, combat support and combat service support. Combat Arms are branches concerned with actual fighting such as Infantry and Armor. Combat support branches provide administrative and logistic support to the Army as well as engaging in combat when necessary and providing operational support to the Combat Arms. Examples of combat support branches are the Corps of Engineers, and Military Intelligence. Combat service support consists of branches such as Medical and Chaplain Corps and generally provide logistic and administrative support. Within all of these branches are specific jobs, referred to as Military Occupational Specialties (MOS).

Officers in the active Army are appointed from a variety of sources including the U.S. Military Academy and the Reserve Officers Training Corps (ROTC). These officers may be either commissioned officers, who are appointed by the President, or in the name of the President, or warrant officers, who are appointed by the Secretary of the Army. Warrant officers generally have a more specific area of expertise than the commissioned officers. Enlisted personnel enter the Army through a series of steps

involving physical and aptitude testing. Enlisted soldiers with appropriate experience and training and who demonstrate necessary skills may eventually be promoted to the ranks of Noncommissioned Officers (NCO).

The purpose of this paper is to introduce the major steps taken by a person prior to and upon joining the Army. The focus of the current discussion is on the personnel decisions which take place from individuals' initial contact with a recruiter to their on-the-job training in a specific MOS.

RECRUITMENT

The target population. The Army draws primarily upon American youth, ages 17-21, to fill its manpower needs. From the Army's perspective, the largest and most desirable group in this pool is graduating high school seniors and recent high school graduates; however, non-high school graduates and vocational school students are also accepted. The end of military conscription, and its replacement with the All Volunteer Force in 1973, radically increased the need for vigorous recruiting by the Army and the other Armed Services. The Army, which has the largest number of pure combat jobs (i.e. jobs that do not require nor train marketable civilian skills), must make more strenuous efforts than the other Services. In addition, a decline in the number of American youth in the 17-21 age bracket, improvement in the U.S. economy, and the continued lagging of military pay behind civilian pay have joined to make it even more difficult for the Army to satisfy its manpower needs in recent years. Thus, the recruiting function has had to become increasingly sophisticated and aggressive in response to these trends.

The recruiting force. Responsibility for recruiting resides with the U.S. Army Recruiting Command (USAREC). About 7,800 persons are employed to recruit American youth to join the Army, about 5,000 of whom are recruiters (Schmitz & Nord, 1989). For recruiting purposes, the country is divided into five brigades, and subdivided into battalions, companies, and recruiting stations. There are over 2,000 recruiting stations throughout the U.S. and overseas. The recruiters at recruiting stations are all noncommissioned officers (NCO), while commissioned officers are found at the recruiting company level and above. The recruiters are drawn from all other parts of the Army and sent to the Army Recruiter Course at Ft. Benjamin Harrison, Indiana. After the six-week course, in which they are taught sales techniques, prospecting, and management skills, they are sent to recruiting stations to begin their recruiting tours.

The recruiters are aided by a continuous campaign of advertising and market research, which has been monitored in recent years by the Army Communications Objectives Measurement System, an exhaustive survey of youth attitudes toward the Army

2

and the other military branches (Nieva, Gaertner, Elig, & Benedict, 1988). The total annual recruiting bill of USAREC is estimated at over $600m per year (Schmitz & Nord, 1989). Through their efforts, USAREC attempts to fill their target quota, known as the mission. The overall mission for FY89 was 118,127 non-prior service soldiers for the active Army, and 30,167 non-prior service soldiers for the Army Reserve. The mission is broken down further into mission boxes, separate targets based on gender, aptitude scores, and educational attainment.

Initial contact. In some high schools, students are administered a paper-and-pencil form of the Armed Services Vocational Aptitude Battery (ASVAB), the Joint Services entrance test (described in detail below) as part of the Department of Defense (DoD) High School Testing Program. The scores from high school testing sessions are made available to recruiters from each of the Services, allowing for early recruiter contact with high-quality prospects. ASVAB-generated profiles can be used by high school guidance counselors to assist students in deciding whether to enlist and in choosing an appropriate military specialty. High schools, otherwise unable to fund vocational testing, are often able to make further use of this information for civilian vocational counseling.

Some students attend high schools with ROTC units. These are usually headed by retired officers, and occasionally have an active NCO on staff as well. Membership in high school ROTC can be helpful for entrance into the service academies (e.g. West Point, Virginia Military Institute, and the Citadel), but has less effect on one's chances of entering the Army as an enlisted soldier. However, the ROTC can serve as a source of information for potential recruits.

Students at high schools without ROTC may make their first contact with a recruiter at a high school "career day," often upon the suggestion of their school guidance counselor. In 1981, the Hometown Recruiter Assistance Program (HRAP) was developed, whereby soldiers who are natives of a geographic area return home for temporary duty (usually 45 days) in order to bolster recruiting efforts. Their role is to bring applicants to meet recruiters rather than to actually recruit (Hertzbach, Elig, Gade, Siebold, Eaton, & O'Hara, 1982). Other prospects may personally contact a recruiter at a recruiting station, either on their own volition or at the suggestion of a current enlistee.

Preliminary screening. Prospects who did not take the ASVAB in high school are usually administered one of two short tests by a recruiter: the Computerized Adaptive Screening Test (CAST), a computerized Army instrument administered at recruiting stations, or the Enlisted Screening Test (EST), a portable, paper-and-pencil test used by all DoD services. The purpose of these tests is to give the recruiter an informal indication of how the

3

candidate will perform on the ASVAB. Thus, scores on the EST or CAST and recruiter impressions act as the first screens of an applicant. The recruiter also determines if the prospect has a high school diploma or alternative high school credentials, such as the general equivalency diploma (GED). This is because USAREC has separate mission boxes for prospects with different educational credentials. Prospects with some alternative high school credentials are currently treated as a separate category from high school graduates, despite agitation to the contrary from alternative education lobbies and Congressmen (Laabs, Trent, & Quenette, 1989). Mission box quotas also currently limit the percentage of women to be accepted as new recruits to no more than 10%.

If performance on the screening test is satisfactory, the prospect is sent to one of 70 Military Testing Processing Stations (MEPS) or one of over 1000 Mobile Entrance Testing Sites (METS), both of which are run by the Military Entrance Processing Command (MEPCOM). MEPCOM is a DoD organization which conducts testing for all of the Armed Services. METS are local, non-military sites temporarily used for Armed Forces testing. In a METS session, anywhere from 1 to over 100 applicants can be tested, with an average of 4-5 persons. The actual testing in the METS is typically done by test administrators from the Office of Personnel Management (OPM), rather than by MEPCOM personnel. In about 15% of cases, prospects bypass the METS and report immediately to a MEPS for ASVAB testing. MEPS are fixed sites and are the central point for several METS. Since all costs associated with the MEPS, such as travel, room, and board are paid for Army applicants by the Army, the Army reduces costs by prescreening applicants with the CAST and testing them at the local METS.

ASVAB testing. The ASVAB is a test battery, made up of ten subtests that measure aspects of verbal, mathematical, and mechanical aptitude. The total ASVAB requires 3.5 hours of testing time. A four-subtest composite of ASVAB, the Armed Forces Qualification Test (AFQT), is used to determine enlistment eligibility. Based on AFQT scores, applicants are placed in one of six mental categories, each corresponding to a percentile score range. The categories are I (percentiles 93-99), II (65-92), IIIA (50-64), IIIB (31-49), IV (10-30), and V (0-9). By law, no person in Category V is accepted into the Armed Services. The percentage of Category IV applicants accepted has continued to decline recently, from over 10% in 1984 to 4% since 1987.

Applicants with satisfactory AFQT scores proceed to the next stage of the process. They are given a physical exam to determine possible physical defects. Approximately 22% of male applicants and 44% of female applicants are disqualified for medical reasons. The leading cause of medical disqualification among both males and females is excessive weight, accounting for

4

17% and 67% of disqualifications, respectively (Laurence, 1988; Overbey, Winter, & Laurence, 1986). Applicants are also given strength tests, which do not have a minimum cut score, but inform applicants of the need to begin a remedial fitness program in preparation for entering the Army.

Classification into MOS. Guidance counselors then interview each remaining qualified prospect for two purposes. The first is to answer any remaining concerns of the prospect and preside over the signing of an enlistment contract. The second purpose is to help place the applicant in the most appropriate job. The Army has over 240 entry level MOS. In the initial system, each of these was specified by a number, designating the job's Career Management Field (CMF), and a letter, designating the specific job within the CMF. For example, MOS 19D denotes the job of Cavalry Scout within the CMF of Armor; MOS 76Y is a Unit Supply Specialist within the Supply and services CMF. However, over time several MOS have been moved to different CMF than the corresponding number indicates.

There are several tools available to the guidance counselor for matching the individual to an appropriate MOS. The Recruit Quota System (REQUEST) is a computerized management information system that allows guidance counselors to determine training availabilities and to reserve training spaces and dates. Matching individuals to a specific MOS is based primarily on the Army's most critical needs and priorities for the foreseeable future. Applicant ASVAB scores and academic qualifications, personal preferences, and training resources are also considered.

The applicant chooses from a selection of MOS that the guidance counselor has recommended based on the above factors. If none are satisfactory, additional MOS may be suggested. The Electronic Information Delivery System (EIDS) is frequently used to describe a specific MOS to an applicant. EIDS can provide a series of preview videos about specific MOS produced by USAREC in consultation with the individual MOS proponent. The films serve both as sales presentations designed to encourage enlistment and as 'realistic job previews.' Use of EIDS and its predecessor, the Joint Optical Information Network (JOIN) have been associated with reduced attrition and higher soldier morale. EIDS and JOIN have also been used on occasion as a means to train recruiters and increase their familiarity with the options available to prospects. The system is also used for administering CAST to applicants.

For each MOS, specific aptitude areas (AA) are tapped by different composites of ASVAB subtests which are of prime relevance to the MOS. An MOS-specific cut-off score on the AA composites is set by the proponent and approved by the Deputy Chief of Staff of Personnel. Additional course-work, training,

5

or more stringent physical or perceptual abilities may also be used as criteria for MOS assignment. An applicant who is unable to obtain a driver's license or security clearance, or who has a police record or history of substance abuse, may be disqualified from some MOS.

Generally, a contract is signed with a specific MOS within a CMF. However, in some cases, generic contracts with the CMF are signed. Examples would be 11X (basic infantry), 16X (air defense operators), and 19X (armor). During basic training, these recruits are assigned to specific MOS. For example, an individual hired as an 11X for basic training will be assigned to Advanced Individual Training (described below) as an 11B (infantryman), 11C (indirect fire infantryman), 11H (heavy antiarmor weapons infantryman), or 11M (fighting vehicle infantryman).

ENLISTMENT

Enlistment incentives. Most individuals enlist for a term of three years of active duty, although two and four year options exist in some MOS. Enlistment incentives are important tools in the recruiting process. In addition to encouraging enlistment, recruiters may mention the existence of a variety of incentives given to prospects who choose less popular, high priority MOS. One is the Enlistment Bonus, which ranges from $1500 to $8000. Non-monetary bonuses, such as guaranteed training in a particular skill or guaranteed station of choice (SOC) for first duty assignment, are also offered. A highly desirable incentive is educational benefits. The basic Montgomery GI bill provides $7,800 for 2-year enlistments and $9,600 for 3 and 4-year enlistments. For high quality (i.e., high school graduates in the upper half of AFQT scores), supplemental college funds are available through the Army College Fund. Current ACF bonuses are $17,000 for 2-year, $22,800 for 3-year, and $25,200 for 4-year enlistments. Accelerated promotions are available to prospects with prior skills, experience, or college credits.

If the applicant has satisfied physical qualifications and has passed the aptitude requirements, he/she signs a contract and is given a date to report to a Reception Battalion (formerly called Reception Station). Recruits may proceed directly to the Reception Battalion for training or they may enter the Delayed Entry Program (DEP). The DEP takes place after contracting but before training. Typical reasons individuals enter the DEP are to wait for an opening in a training program or to complete high school. Average accession-to-entry time is 90 days, and the maximum allowed is 12 months. DEP time tends to be the longest for highly desirable MOS, due to limited training spaces in those MOS. A significant number of people (about 5%) who enter DEP drop out of the program before entry into active duty (Schmitz & Nord, 1989).

Distribution of Personnel. The distribution and assignment of personnel at reception battalions and training centers is a complex process dependent on many different factors. Requisitions are sent from training centers to U.S. Total Army Personnel Command (PERSCOM), the office in charge of projecting training needs. The request is for an individual in a particular MOS. Managers at PERSCOM compare requisitions to their own projections, taking into account expected attrition rates, and reconcile any discrepancies. These procedures forecast training needs months in advance and lead to recruitment goals. By the time a recruit reports to the reception battalion, he/she in most cases has signed a contract with the Army for a specific MOS. Unless the recruit fails in some way during basic training, the recruit progresses through training appropriate to the assigned MOS. Although in some rare instances recruits are reassigned to a different MOS because of physical, psychomotor, or mental restrictions, recruits generally stay in their original assignment from the time they sign the contract to completion of training.

Before reporting to the Reception Battalion, recruits generally are given a follow-up physical exam at the MEPS to insure that there have been no major physical changes. Then recruits are sent to a specific Reception Battalion based on the MOS to which they are assigned for in-processing. There are seven reception centers located at the following sites: Forts Dix, Jackson, McClellan, Benning, Leonard Wood, Sill and Knox. At the Reception Battalion they go through a series of activities to orient them to the military. For example, they are given uniforms, hair cuts, inoculations, ID cards, indoctrinations, etc. This process lasts three days, after which time the recruits enter initial entry training (IET).

TRAINING

Training is one of the most ubiquitous and critical elements of the Army personnel system. Enlisted soldiers undergo a training sequence from IET through the NCO Education System. The Training and Doctrine Command (TRADOC) is responsible for developing and maintaining all institutional training (training in schools and training centers) and unit training (field training under realistic combat conditions). TRADOC determines requirements for training, evaluation, documentation of courses, training equipment needs and all other aspects of institutional and unit training.

Upon leaving the reception battalion, soldiers enter one of two types of IET. One type is One Station Unit Training (OSUT) that combines basic training and advanced individual training and lasts 12-14 weeks. Most accessions in Combat Arms MOS and accessions in some Combat Support MOS participate in OSUT.

In the second type of training, students go through basic training (BT) and advanced individual training (AIT) in two separate steps. Individuals in Combat Service Support MOS and some Combat Support MOS participate in BT/AIT. BT lasts 8 weeks and usually takes place at the same site where in-processing occurred. AIT lasts 4 to 47 weeks and may take place at the same site as BT or may be at a different location. This type of training continues to build basic skills, as well as training the recruit for a specific MOS. Individuals are generally given three chances to pass AIT; those who fail on their first or second tries are recycled (start AIT over) or are given remedial training.

Training Evaluation. Both individual and group level evaluation takes place during and after training. The most commonly referenced evaluation is the Skill Qualification Test (SQT). This is an individual level evaluation administered annually that measures job knowledge at a specific skill level in a given MOS. The SQT is frequently used as a measure of success on the job.

SUMMARY

Currently, the Army's personnel system is undergoing dramatic reductions and modifications in response to domestic budget constraints and recent political changes in Eastern Europe. If the current climate prevails, the system outlined above may undergo changes, such as a reduction in the number of MEPS and Reception Battalions. However, it is anticipated that the basic system will remain relatively intact in the near future.

The process of enlisting in the Army involves a series of steps that must be completed successfully by a candidate. Figures 1 & 2 summarize this process. Many who begin this process drop out for personal reasons or because they fail to meet mandatory qualifications. In spite of the complex coordination involved and occasionally high rates of attrition, the Army generally succeeds in meeting its annual enlistment goals (Schmitz & Nord, 1989). A basic understanding of this system is critical to both civilian and military Army personnel.

LIST OF ACRONYMS

AA	Aptitude Area
AFQT	Armed Forces Qualification Test
AIT	Advanced Individual Training
ASVAB	Armed Services Vocational Aptitude Battery
BT	Basic Training
CMF	Career Management Field
CAST	Computerized Adaptive Screening Test
DEP	Delayed Entry Program
DoD	Department of Defense
EIDS	Electronic Information Delivery System
EST	Enlisted Screening Test
GED	General Equivalency Diploma
IET	Initial Entry Training
JOIN	Joint Optical Information Network
MEPCOM	Military Entrance Processing Command
MEPS	Military Entrance Processing Station
METS	Military Entrance Testing Site
MOS	Military Occupational Specialty
NCO	Noncommissioned Officer
OPM	Office of Personnel Management
OSUT	One Station Unit Training
PERSCOM	U.S. Total Army Personnel Command
REQUEST	Recruit Quota System
ROTC	Reserve Officers Training Corps
SQT	Skill Qualification Test

SOC	Station of Choice
TRADOC	Training and Doctrine Command
USAREC	U.S. Army Recruiting Command

REFERENCES

Antel, J., Hosek, J.R., & Peterson, C.E. (1987). <u>Military Enlistment and Attrition</u>. RAND

Berryman, S. E. Bell, R. M. & Lisowski, W. (1983). <u>The Military Enlistment Process: What happens and can it be improved?</u> Rand (DTIC).

Crocker, L. P. LTC. (1981). <u>The Army Officer's Guide</u>, Harrisburg, PA: Stackpole Books.

Graham, S. E. (1989). Assessing the impact of psychomotor and leadership selection tests on the Excellence in Armor program. Research report 1510. Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences. (AD A207 593)

Hertzbach, A., Elig, T. W., Gade, P. A., Siebold, G. L., Eaton, N. K., & O'Hara, J. W. (1982). Assessment of the Hometown Recruiter Assistance Program. <u>Proceedings of the Military Testing Association</u>, 431-436.

Laabs, G. J., Trent, T., & Quenette, M. A. (1989). The adaptability screening program: An overview. <u>Proceedings of the Military Testing Association</u>, 434-439.

Laurence, M. T. (1988). Medical standards for enlistment and the qualified military available population. <u>Proceedings of the Military Testing Association</u>, 216-221.

<u>MOS Qualifications Report.</u> 9 April 1989.

Nieva, V. F., Gaertner, G. H., Elig, T. W., & Benedict, M. E. (Eds.) (1988). <u>The Army Communications Objectives Measurement System (ACOMS): Annual report, school year 86/87</u> (ARI Technical Report 784). Alexandria, VA.: U.S. Army Research Institute for the Behavioral and Social Sciences. AD A196 607)

Overbey, J. W., Winter, P. E., & Laurence, M. T. (1986). <u>The medical fitness of American youth for military service</u>. Arlington, VA: Defense Manpower Data Center.

Schmitz, E. & Nord, R. (1989). The army manpower procurement and allocation system. In Zeidner & Johnson (eds.) <u>The Economic Benefits of Predicting Job Performance</u>. Institute for Defence Analysis, Alexandria, VA (IDA Paper p-2241).

Smith, E. P. & Walker, M. R. (1988). Testing psychomotor and spatial abilities to improve selection of TOW gunners. <u>Proceedings of the Military Testing Association</u>, 647-652.

U. S. Army War College. <u>Army command and management: Theory and practice.</u> Carlisle Barracks, PA 1989-1990.

U. S. Department of the Army. <u>Army Regulation No. 601-96.</u> Guidance Counselor Procedures. 24 April 1985.
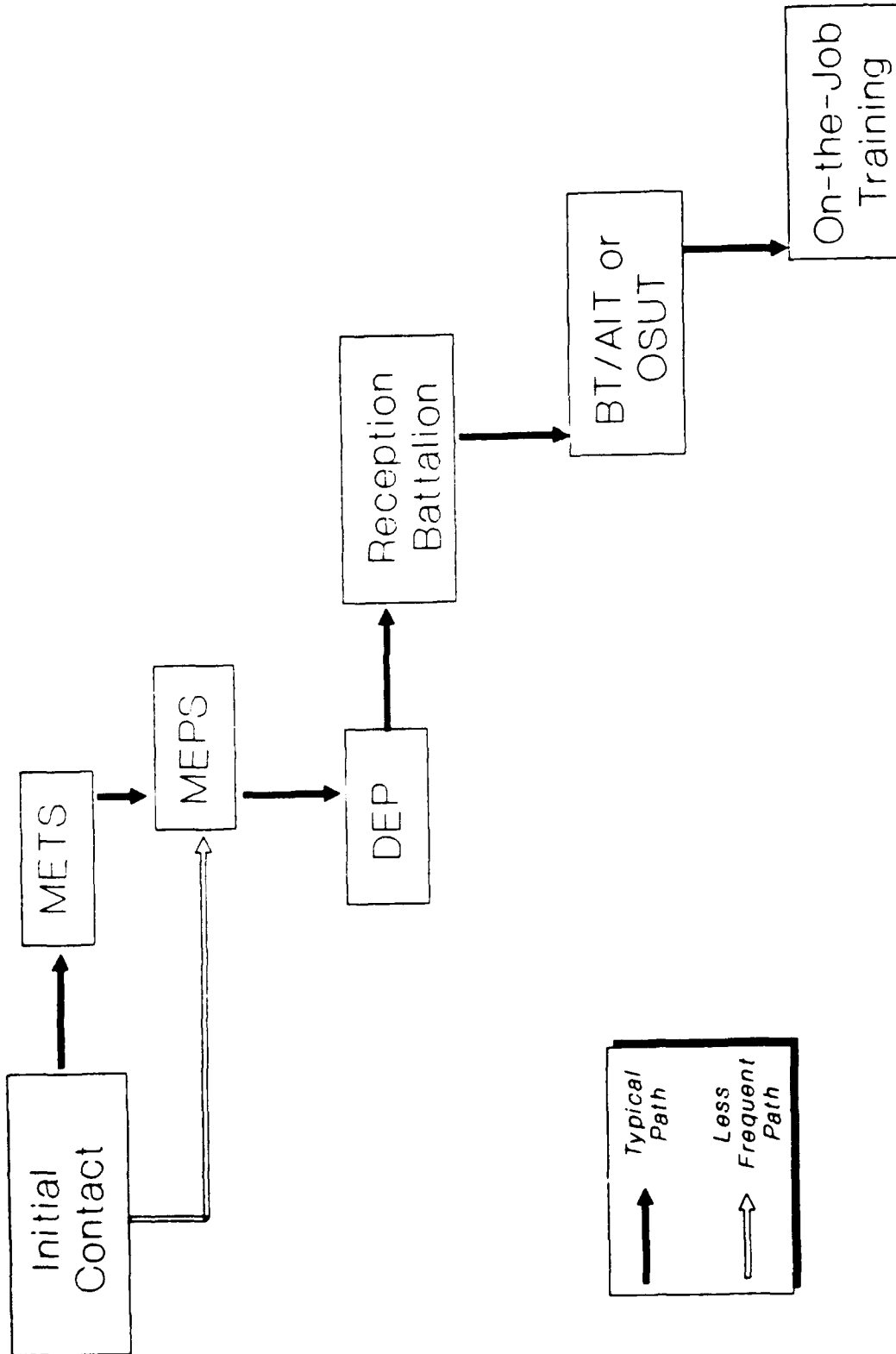
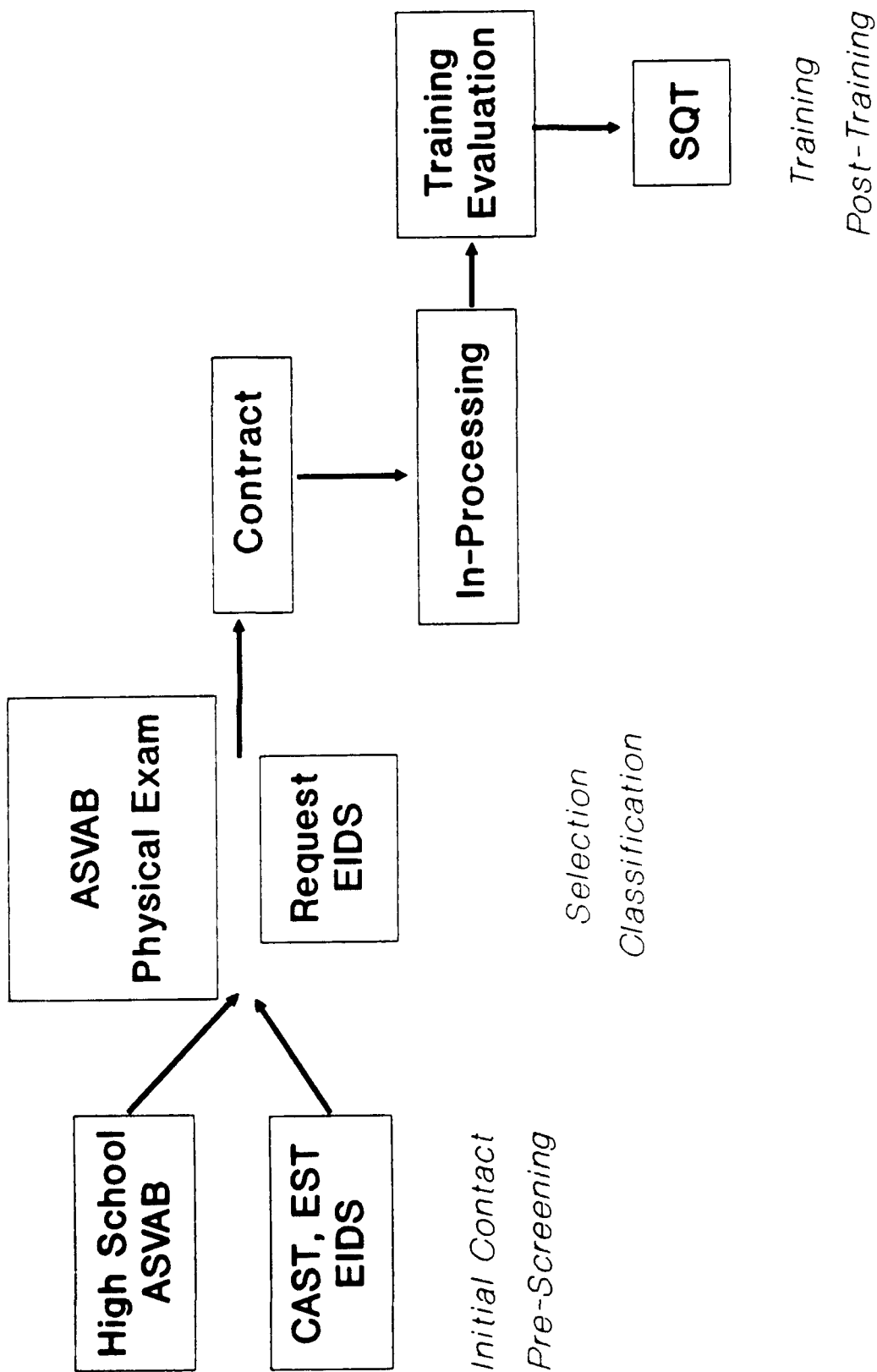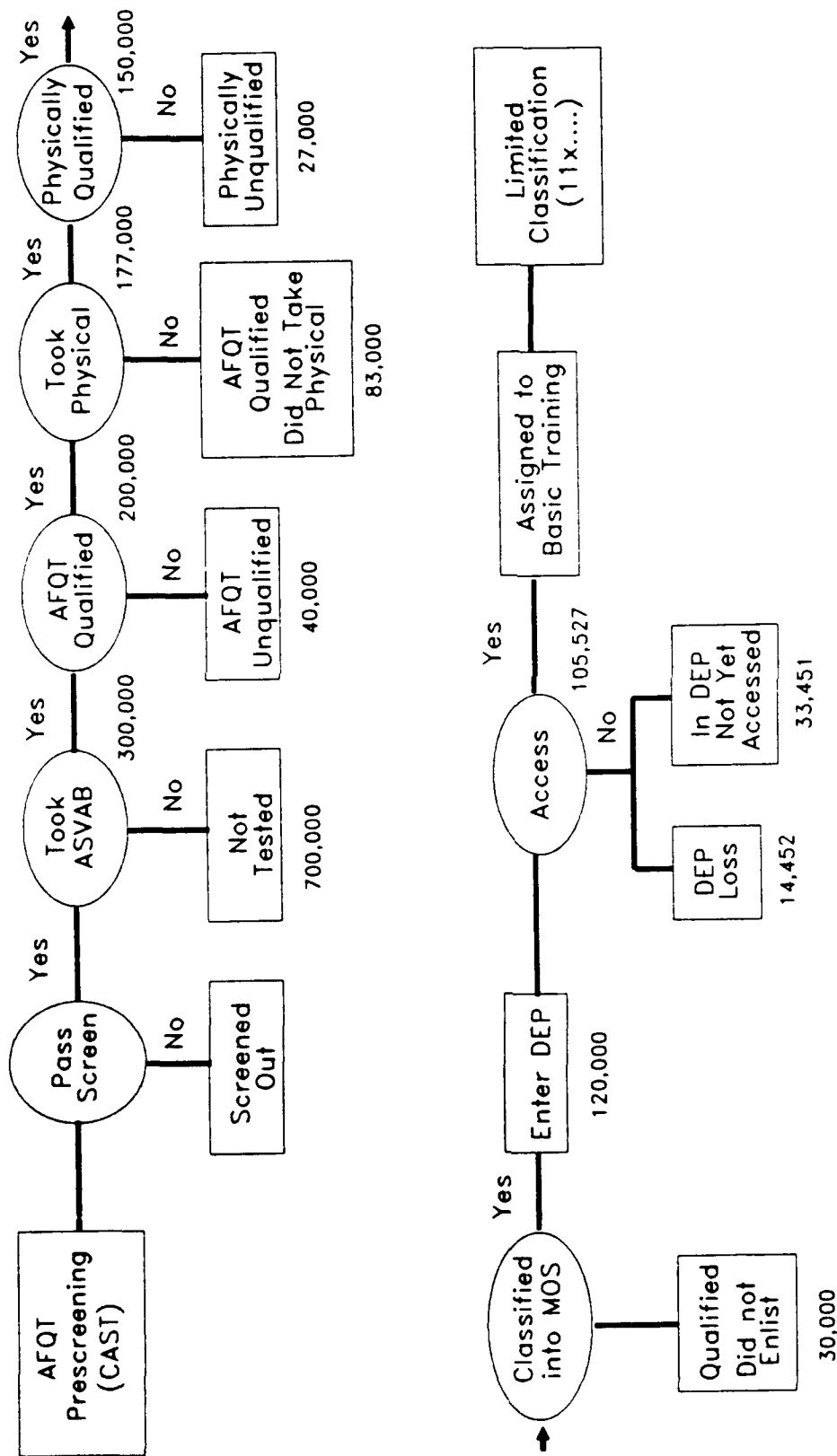Figure 1. Stages of the Personnel System

Boxes (in flow order):
- Initial Contact
- METS
- MEPS
- DEP
- Reception Battalion
- BT/AIT or OSUT
- On-the-Job Training

Legend:
Typical Path
Less Frequent Path

Figure 2. Tests and Procedures in the Personnel System

14

Figure 3. Current Selection/Classification Process

Note. Based on FY88 data.

15